DOCUMENT RESUME

ED 380 680 CE 068 673

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TITLE Essential Communication and Documentation Skills. Module: Decision Making.
INSTITUTION State Univ. of New York, Albany. Rockefeller Coll.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE Jul 94
NOTE 59p.; For related documents, see CE 068 670-680.
AVAILABLE FROM Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Basic Education; Basic Skills; Behavioral Objectives; *Child Caregivers; Child Care Occupations; *Communication Skills; Curriculum Guides; Decision Making; *Decision Making Skills; Inservice Education; Instructional Materials; Job Skills; Learning Activities; Learning Modules; *Literacy Education; Problem Solving; Residential Institutions; Social Services; Student Evaluation; Youth Problems; Youth Programs
IDENTIFIERS *Workplace Literacy

ABSTRACT

This module is the third of 10 in the Essential Communication and Documentation Skills curriculum. It develops decision making, a workplace literacy skill identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. The module is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, and options or variations in delivery. The presentation overview lists the method, purpose, and estimated time for the following activities: decisions on the job, identifying the decision-making process, using the decision-making process, factors that influence decision making, the decision that didn't work, improving decision making on the job, and summary and closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. (YLB)

ED 380 680

# Essential Communication and Documentation Skills
# Module: Decision Making

Rockefeller College Workplace Literacy Program

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# ESSENTIAL COMMUNICATION AND DOCUMENTATION SKILLS

## for the New York State Division for Youth

This document was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York, in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project and all the partners and helpers identified with the project. The following individuals acted as official representatives for the partnership organizations.

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Joanne Casabella, Administrative Officer, Office for Research
Thomas J. Kinney, Director, Professional Development Program
Eugene J. Monaco, Deputy Director, Professional Development Program
Christine A. Katchmar, Workplace Literacy Project Director, Professional Development Program

New York State Division for Youth
Judith Blair, Director, Bureau of Staff Development and Training
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Governor's Office of Employee Relations
Diane Wagner, Program Administrator, Project Reach
Harriet Spector, Employee Relations Assistant, Project Reach

Civil Service Employees' Association
Ira Baumgarten, Director of Labor Education Action Program

The curriculum was designed to improve the competency of Division for Youth Direct Care Staff in the workplace areas of reading, writing, listening, speaking, observation, and decision making using contextualized workplace learning materials. Two additional accomplished goals were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning for the juvenile justice and adult literacy fields. The Professional Development Program of Rockefeller College, University at Albany, State University of New York, invites your questions regarding this project. The materials and ideas are available for duplication and use upon request to Rockefeller College Professional Development Program.

Albany, New York
July 1994

# ACKNOWLEDGMENTS

The *Essential Communication and Documentation Skills for the New York State Division for Youth* curriculum manual with all its companion pieces and supplementary products came to fruition through the talents and commitments of many individuals. We would like to acknowledge all those for their efforts and to give special mention to the individuals and groups listed below, whose contributions were particularly valuable.

We acknowledge the New York State Division for Youth for welcoming this project and curriculum into its strategic training plan, and for providing the many staff members, the time, and the resources that were dedicated to the project implementation and curriculum development. We especially acknowledge the efforts of Brian Caldwell, Margaret Davis and Judith Blair of the Division's Bureau of Training and Development. Also appreciated are the staff of the Division for Youth's Training Centers, including but not limited to Greg Gallina, Terry Keith Smith, and Reginald Osterhoudt of the Highland and Pyramid Training Centers; Gale Smith, Patsy Murray, Munna Rubaii, and Debra Peete of the MacCormack Training Center; Rick Quinn of the Industry Training Center; and Phyllis Patricelli, Dena Thompson, Margaret Smith, and Margaret Kinney Trolio of the Tryon Training Center. Many personnel from the DFY Central Office also deserve appreciation, particularly the support staff, including Sandy Vanier, Karen Tribley-Smith, Suzanne Pohlmann, and Shirley Clark. We would like to give special acknowledgments to the many Youth Division Aides, supervisors, and managers from throughout the New York State Division for Youth who willingly participated in the literacy task analyses, the focus groups, the field tests of the curriculum, the pilot tests, and the many other activities that were instrumental in bringing this curriculum and project to its final state.

We thank Diane Wagner of the New York State Governor's Office of Employee Relations - Project REACH for all recommendations and guidance related to REACH and tutoring issues for New York State government and for being the inspiration behind the original project proposal to the National Workplace Literacy Program. Without Diane's expertise in the operation of REACH across all New York State agencies and her close working relationship with Literacy Volunteers of America - New York State, the tutoring component of this project could not have been implemented.

We further appreciate the insight and involvement of Ira Baumgarten of the New York State Civil Service Employee's Association, Project LEAP who, as the representative for the labor perspective, continually brought the implementation of project elements and the development of the curriculum around to an awareness of the worker's need. His breadth of experience in varying levels of educational programming across the agencies of New York State Government provided a valuable perspective regarding the institutionalization process within the Division for Youth.

We would also like to give acknowledgment to Jorie Philippi, Principal Evaluator, Performance Plus Learning Consultants, Inc. as the external evaluator of the project. In providing insightful feedback through interim evaluation reports and numerous discussions, Ms. Philippi helped to keep the project on course and true to its goals and objectives. Her experience in evaluating and implementing numerous workplace literacy programs throughout the United States under the United States Department of Education's sponsorship and as a private consultant served the project well. She was able to quell anxieties as well as provide expert advice for program development and operation through all phases of the project implementation. Her efforts and expertise are greatly appreciated.

We thank the members of the Literacy Advisory Committee and the Program Planning Committee for their time commitment and expert advice regarding project design and implementation from the varying perspectives that each member brought to the meetings and other sessions.

At the Rockefeller Professional Development Program we would like to acknowledge Judith Anderson, Computer Specialist, Sally Berdan, Director of Publications, George Dowse, Graphic Artist, and Bob Richardson, Senior Editor, for consultation in their areas of expertise. And, finally, for his professional oversight and unflagging support throughout the entire project design and implementation, we thank Eugene J. Monaco, Special Assistant to the Provost of Rockefeller College for Professional Development, Training, and Research.

The drafts of the curriculum and all companion pieces were the products of a team of expert curriculum developers consisting of Muriel Medina, Ph.D., Mary Hall, and Christine Katchmar of Rockefeller College and Brian Caldwell of the New York State Division for Youth, ably assisted in word processing and graphic design by Sandy Guntner and Mary Campney of Rockefeller College. The creative dynamic that this team achieved and maintained during the arduous curriculum development process was instrumental in achieving the high quality that the final products have. The willingness of all team members to work above and beyond the regular work periods all across New York State was reflective of the level of commitment to a quality effort. The level of collaboration between the work site representative and the educational representative that was achieved by the members of the team helped to make the curriculum a truly contextualized workplace literacy product. We appreciate all the efforts of this talented team.

# PREFACE

*Essential Communication and Documentation Skills* for Youth Division Aides of the New York State Division for Youth was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project – the Rockefeller College Professional Development Program – and all the partners and helpers identified with the project.

## The National Workplace Literacy Program

Workplace literacy has come to the forefront in adult education within the last ten years as increasing attention has focused on the skills needed for the average adult to compete successfully in the workplace of today and the future. To compete in a global economy American workers must have strong basic skills and more: they must be able to use the latest technology and up-to-date service and production techniques; they must be able to think critically, solve problems, and make decisions; they must be able to work in teams and have a high level of independence with less and less reliance on supervision; they must have strong communication skills. Congress created the NWLP in response to concerns that an increasing percentage of the American work force lacked the skills to compete in the world marketplace.

Since 1988 the NWLP has provided grants to fund local projects that are operated by exemplary partnerships of business, labor, and educational organizations. These partnerships are funded to provide services that will improve the productivity of the work force through the improvement of basic skills needed in the workplace. These projects focus on developing the knowledge and the ability of workers in a specific job context to apply a broad spectrum of literacy and reasoning skills to job performance in their immediate employment that will be transportable to future jobs in other employment contexts. Workplace literacy is much broader than generic reading and writing; today's basic skills go beyond that.

Originally the NWLP was part of the Omnibus Trade and Competitiveness Act of 1988 and was later incorporated in the Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988. The National Literacy Act of 1991 amended the program to be as it is presently. The NWLP is administered by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) within the Division of Adult Education and Literacy (DAEL). The program continues to exist within the larger context of the Goals 2000 Educate America Act, Goal 5, that, "Every adult (be) literate and able to compete in the workforce."

## The Rockefeller College Workplace Literacy Project

In 1992 a partnership was formed in New York State between the Professional Development Program of Rockefeller College, University at Albany, State University of New York; the Civil Service Employees' Association, Inc.; and the New York State Governor's Office of Employee Relations - Project REACH. Rockefeller College represented the educational component, CSEA presented the labor perspective, and GOER-Project REACH brought the management view. Rockefeller College submitted a proposal to the NWLP to develop and implement a job-related basic skills curriculum for the New York State agency determined by CSEA / GOER-Project REACH to be the recipient of the educational and other services of the grant. The New York State Division for Youth (DFY) was that agency and its direct care workers, the Youth Division Aides (YDAs), the targeted employees.

In 1993 Rockefeller College received the grant to carry out the proposed project plan. The project drew upon the resources of all the partners. Accomplishment of the goals has been reflective of the cooperation and commitment that was given by all throughout the year-and-a- half of the grant period, especially by the NYSDFY. As the recipient of the grant services, it was the workplace context of the project and all instructional services were delivered to its employees. Their role was key to the success of the grant implementation, and the level of success can be attributed to their efforts and commitment to institutionalize workplace literacy within the juvenile justice system of New York State. This project serves as a demonstration project from which other like systems can draw parallels and conclusions for similar implementation.

## Project Goals

The proposal to the NWLP articulated specific goals to be achieved. They were as follows.

- To produce literacy gains upgrading the workplace literacy skills of a targeted population of NYS employees (Youth Division Aides of the New York State Division for Youth) in order to help them satisfactorily complete a competency-based job traineeship and increase job productivity by improving their workplace reading, writing, listening, speaking, reasoning, and problem solving
- To demonstrate a model workplace literacy program for this category of worker and job title through the development of a model of contextualized learning using a curriculum and training design that could be replicated across the juvenile justice system
- To evaluate the project and share findings with the adult literacy and the juvenile justice fields
- To develop in the New York State Division for Youth the capacity to provide continuing workplace literacy instruction and support beyond the funding period

## The Educational Program

As indicated, the adult population determined to receive the services of this partnership project consisted of the Youth Division Aides (YDAs) of the New York State Division for Youth (DFY). These employees are the front line workers in DFY's youth residential facilities. They provide direct supervision for the youth who have been assigned by the courts to these facilities. Their successful job performance is highly dependent upon workplace literacy skills.

In developing a curriculum for this population, an in-depth study was made of the reading, writing, speaking, listening, reasoning, and decision-making skills used on the job by experienced YDAs considered by supervisors and administrators to be strong employees. This study included observing YDAs in DFY residential facilities throughout New York State, interviewing YDAs and their supervisors, and analyzing the printed material used in the facilities. Initial input from focus groups and an Advisory Committee of Administrators, supervisors, and employees of DFY was integral to the curriculum development. This input, combined with the results of the extensive field work, laid the foundation for development of the 40-hour curriculum entitled *Essential Communication and Documentation Skills*. The curriculum was further refined and developed by extensive review and input from training staff and supervisors of DFY.

The final *Essentials* curriculum is comprehensive, evolving around the following educational goals:

- To enhance the YDA's awareness of the communication and documentation skills and responsibilities required at DFY
- To identify their own strengths and areas for improvement in observation, decision making, oral communication, reading, and writing
- To learn strategies for strengthening their skills in observation, decision making, oral communication, reading, and writing
- To develop ownership for their own learning in training and on the job at DFY

YDAs were selected by supervisors to attend Essentials for the first six months of operation of the program. The curriculum is now a core component of the training given by DFY to all newly- hired YDAs. It is delivered in a one-week, 40-hour span during the regular work day. It has become the third week of DFY's Basic In-Service training for all newly hired YDAs, and all new YDAs are mandated to go through the program. The programs have been conducted across the state close to DFY residential facilities in order to increase ease of access for employees. In the future, they may be delivered at a central employee training academy. The curriculum is modularized according to critical skills and content areas; this makes it possible to deliver selected modules to more veteran employees, as needed. The curriculum as designed is complete for the general YDA population and is intended to be supplemented with additional services. such as tutoring, for select YDAs.

## The Tutoring Component

The impetus for the proposal to the NWLP for this project came from Project REACH, which, with CSEA, had had broad statewide experience with workers like the DFY YDA, and which had become well aware of the literacy needs of New York state employees. The tutoring component of this workplace literacy project was provided through Project REACH and CSEA's in-kind support. Project REACH is the workplace basic skills program available to all CSEA-represented New York State employees. Project REACH is a joint labor/management initiative funded and operated by the New York State Governor's Office of Employee Relations and the Civil Service Employees Association, Inc. REACH has been providing basic skills instruction and support for New York State employees since 1986.

Both CSEA and GOER -Project REACH had been involved with an earlier NWLP project targeting another New York State agency, and they had become aware of the need for some employees to receive additional support beyond the classroom instruction provided through the core curriculum of such a project. Therefore, the proposal to the NWLP included a tutoring component supplementing the core educational experience that the YDA received through the 40-hour *Essentials* program, if needed.

Since Project REACH and CSEA had a long-term, ongoing relationship with Literacy Volunteers of America - New York State in providing tutoring services to employees of New York State agencies, the logic of incorporating the LVA tutor program into this project was clear. It is within the parameters of this working relationship that the tutoring component was designed and developed. As designed, DFY YDAs are invited to set up tutoring sessions with an LVA NYS tutor through GOER-Project REACH. The YDA attends tutoring either on his/her own time, or during the workday with one-half of the session donated by DFY as an hour of compensated employment and the other half given from the employee's time.

Two supplemental products, *The Guide to Contextualized Workplace Tutoring* for Tutors and its companion, the *Affiliate Administrator's Guide*, were developed through the project to assist LVA volunteers with the tutoring of the YDA to insure that the tutoring complemented the *Essentials* program and was contextualized to the DFY workplace. The *Affiliate Administrator's Guide* assists LVA NYS Affiliate Administrators in implementing the tutoring within their local affiliate and its ongoing association with Project REACH. These products were collaborative efforts of LVA NYS, Project REACH, NYS DFY, and Rockefeller College.

## Unique Project Features

The *Essentials* curriculum was carefully designed to improve the competency of Division for Youth direct care staff in the workplace areas of observation, reading, writing, listening, speaking, and decision making using contextualized workplace learning materials. Two additional goals to be accomplished were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning. These goals were projected to be accomplished through some unique features, as follows:

- A 40-hour customized curriculum with all training materials contextualized to the workplace of the New York State Division for Youth and the job of the Youth Division Aide
- A customized workplace literacy skills assessment that would inform instruction and be used as the basis of the YDA's Individual Development Plan
- A 4-hour learning skills module that would be incorporated into the 40-hour curriculum
- Delivery of the 40-hour curriculum to DFY Youth Division Aides throughout New York State in DFY Training Centers supplemented with follow-up tutoring and mentoring at the worksite
- Training Center and home unit teams that would include instructors, mentors, and tutors to implement the Individual Development Plans
- Training modules and program guides for instructors, mentors, and tutors
- Periodic administration of workplace literacy assessment measures to examine the effects of training
- Training of trainers to develop up to 50 instructors able to deliver the 40-hour curriculum in order to create the capacity to continue the program after NWLP funding ceased
- Dissemination of the curriculum to the adult literacy and juvenile justice fields
- Program evaluation following the CIPP model and conducted by Performance Plus Learning Consultants, Inc., Jorie Philippi, Principal Evaluator

The materials and ideas contained in this manual are available for duplication and use upon request to Rockefeller College. The video tape mentioned in the curriculum, as well as both the tutoring component supplemental materials, *Guide to Contextualized Workplace Tutoring* and *Affiliate Administrator's Guide* are available upon request. The hope is that the curriculum and other products will be instrumental for others to continue the work conceived and initiated within the New York State Division for Youth by Rockefeller College and its partners through the Rockefeller College Workplace Literacy Program and the United States Department of Education National Workplace Literacy Program.

The Rockefeller College Professional Development Program is pleased to have been a part of such a dynamic and collaborative development process. We invite your questions regarding this project and the *Essential Communication and Documentation Skills* curriculum manual and its supplementary products. You may reach us at 518-442-5422 (phone); 518-442-5768 (fax), or you may write our offices at 135 Western Avenue, Richardson Hall, Albany, New York 12222.

Christine A. Katchmar, Program Director
Albany, New York
December 1994

# FOR THE TRAINER:

## Using the Curriculum Manual for *Essential Communication and Documentation Skills*

### Introduction to the Curriculum

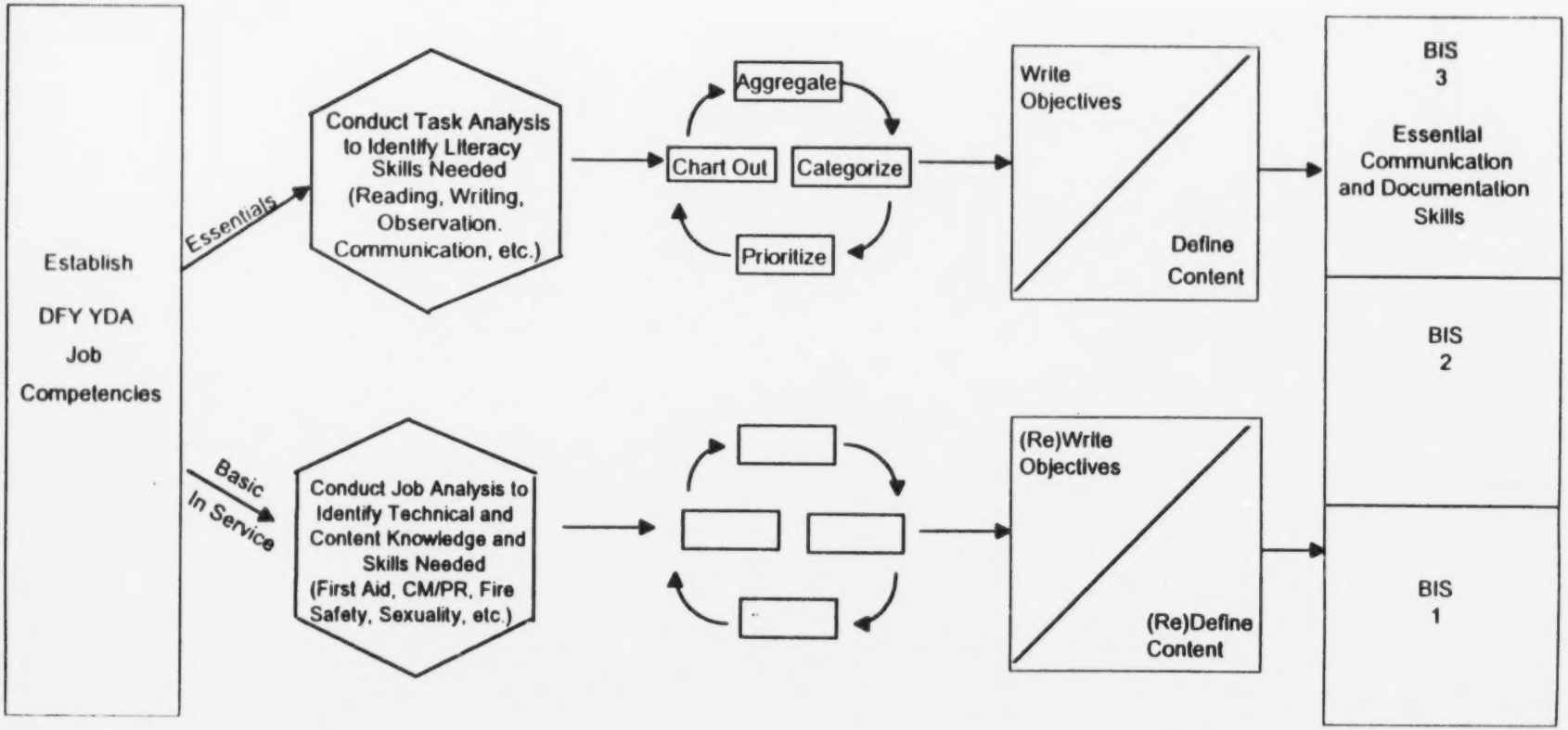
Welcome to *Essential Communication and Documentation Skills*, a comprehensive workplace literacy curriculum that was developed in 1993-4 for and in collaboration with the New York State Division for Youth through the Rockefeller College Workplace Literacy Program under the auspices of a National Workplace Literacy Program grant (FY 92) in partnership with the NYS GOER - Project REACH and CSEA. The curriculum was designed to improve the ability of the New York State Division for Youth's direct care staff to do their jobs better in the residential facilities of the Division for Youth throughout New York State.

*Essentials* is not job training; it is a workplace literacy program, designed to improve worker competencies in the areas of workplace, reading, writing, listening, speaking, observation, and decision making both on basic and higher order skill and knowledge levels. *Essentials* is an example of contextualized learning. This means it is based on the working environment and materials where the trainees work, in this case the New York State Division for Youth (NYSDFY).

As you review the *Essentials* curriculum manual, you will notice that all training materials are contextualized to the workplace of the New York State Division for Youth and the specific job of the Youth Division Aide. Actual workplace materials from the DFY facilities are used as the basis for instruction, especially in the Reading and Form Documentation modules. The curriculum was developed using the curriculum development model shown in Figure 1.

While this curriculum manual is intended to be a resource that a trainer can use as a guide for conducting the *Essentials* training at the DFY Training Centers across New York State, it can also be used to develop specific lessons or plans for similar instruction for similar employees at like work sites. The curriculum follows an adult learning instructional philosophy and presents general principles as well as detailed instructions for conducting a successful training program contextualized to the juvenile justice workplace and the job of the direct care worker. It is recommended that agencies outside of the NYS Division for Youth who wish to use this curriculum develop instructional materials from their own work sites to enhance the transfer of skill development from training to on-the-job. Rockefeller College offers technical assistance and training that would assist your agency in this tailoring process. However, tailoring is not required; the basic and higher order skills that are targeted for development can be successfully addressed with other audiences using the materials in the manual. Other agencies will be able to successfully adapt this curriculum to their workplace training by using the examples of materials found in this manual

# CURRICULUM DEVELOPMENT PROCESS
for
## Revision of NYS DFY Basic In Service Training Program



## Philosophy

The philosophy underlying *Essentials* shaped the content and instructional processes of the curriculum as well as the roles of the participants and the trainers in the learning.

Literacy is viewed as the ability to accomplish tasks rather than knowing a set of isolated skills that are ends in themselves - both basic and higher order. Participants strengthen their skill and knowledge within the framework of work-related tasks through both individual and collaborative practices, completing these tasks that simulate practices on the job.

Participants are viewed as competent adults who bring much to the training. The content of *Essentials* incorporates the YDA's knowledge of youth care and of DFY procedures and regulations and builds on existing interpersonal, teamwork, and decision-making skill and knowledge.

Participants are expected to be involved, responsible, active learners. On the first day of *Essentials*, participants learn how they can be more effective as learners. Using this information, they set personal objectives. They build the content of certain modules by developing and acting out work-related skits that form the basis for class exercises. Throughout, the participants provide feedback to one another, helping each other to assess and improve skills, while gaining knowledge. On the final day of the 5-day program, the participants develop individualized plans to continue their learning back on the job. The process they use to develop their Individual Development Plans (IDP) reflects the emphasis of their being in control of and responsible for their own ongoing learning, a philosophical cornerstone of the entire curriculum.

## Instructional Techniques and the Trainer's Role

The instructional processes of *Essentials* are designed to address and encourage a variety of learning styles. They include:

- Trainer presentation
- Whole group discussion and brainstorming
- Individual skill-building activities
- Paired skill-building activities
- Small group skill-building activities
- Problem-solving and decision-making activities
- Role plays

These methods are highly interactive and participatory. The role of the trainer is to facilitate and encourage interaction through the variety of opportunities that the above provide.

Throughout *Essentials*, the participants learn by watching , listening, and doing as well as from their own feelings, reflections, and personal reactions. They have time to think about situations and to analyze ideas. The trainer will be challenged to adapt to the workplace contexts that evolve spontaneously and enrich these learning processes. One of the most important things the trainer will do is increase participant confidence and self esteem while facilitating the development of skill and knowledge.

## Structure of the *Essentials* Curriculum Manual

*Essentials* consists of 10 modules:

- Introduction and Orientation to the Program
- Observation Skills
- Decision Making
- Listening and Speaking
- Giving Directions to Residents
- Making Oral Reports
- Reading on the Job
- Form Documentation
- Writing Logs and Reports
- Final Assessment and Action Planning

An initial skimming of the manual in the order in which these modules appear will provide an overall sense of the scope and direction of the content. **Introduction and Orientation to the Program** establishes the program objectives and sets the tone for the full week of training. The next eight modules (see list above) develop the actual workplace literacy skills identified as being directly related to the job of the direct care worker. These modules use materials and activities contextualized to the job and the workplace of the DFY YDA in a sequential progress designed to build skill and knowledge in an integrated manner. The concluding module, **Final Assessment and Action Planning**, assists the training participants in establishing goals to continue their professional development beyond the foundation that was established in *Essentials*.

Each module is consistently divided into seven sections to facilitate understanding of the module and the entire curriculum as well as to enhance ease of instruction and learning:

- Design Cover Sheet
- Preparation Cover Sheet
- Presentation Overview
- Presentation Guide for the Trainer
- Flip Chart Masters
- Supplemental Notes and Materials for the Trainer
- Participant's Materials

This structure helps the trainer because each section serves a specific purpose to assist in delivering the curriculum.

Immediately after the module title page is the **Design Cover Sheet**. This gives an overview of the module design, including its title, purpose, methods, performance objectives and evaluation procedures. The **Preparation Cover Sheet** then lists the equipment and supplies required, the media support, if any, the necessary participant materials and handouts, the instructor's materials and preparation steps, and options or variations in delivery. The **Presentation Overview** lists the module's activity titles, the method of delivery, the purpose, and the estimated time the activity will take along with a total estimated time for the entire module. Following these overview sheets is the detailed **Presentation Guide for the Trainer**, a comprehensive and detailed step-by- step guide for the delivery of the module activities. Each module also includes a copy of the **Flip Chart Masters** and the section, **Supplemental Notes and Materials for the Trainer**, which provides additional information and resources to enhance the trainer's understanding of each module's materials and objectives. A **Participant's Materials section provides** the complete packet of the materials that each participant should receive during the delivery of the program; it may be photocopied with the permission of Rockefeller College (518) 442-5422.

## Additional Materials

The *Essential Communication and Documentation Skills* videotape was created to be used with the curriculum for the assessment process and for the observation and decision making processes. This tape is available from Rockefeller College to agencies who plan to implement this curriculum.

For the **Reading and Form Documentation** Modules, *Essentials* uses forms that are completed on a regular basis in facilities and NYS DFY policies. These materials appear in the *Essentials* curriculum in the section **Additional Materials**. The instructional process will work best if these readings and forms are provided in separately bound (or stapled) versions. The agency implementing the curriculum should select similar readings and forms from their own workplace.

Two additional resources supplement the *Essentials* learning program. The first, the ***Guide to Contextualized Workplace Tutoring***, a guide for Literacy Volunteers of America - New York State volunteer tutors is available to assist these tutors in developing contextualized tutoring activities for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. This resource is provided to local LVA affiliates through the New York State Governor's Office of Employee Relations - Project REACH. If at the conclusion of Day 5 a participant chooses to access supplementary individualized tutoring, NYSDFY has set up a relationship with REACH and a process with LVA for the employee to receive tutoring on the job. The second resource, the ***Affiliate Administrator's Guide***, is for the LVA Affiliate Administrator to operate the tutoring component. These are both available through the Rockefeller College Workplace Literacy Program. Other organizations outside of NYS DFY may find these two resources valuable if they are interested in using the services of their local LVA affiliate.

## Assessment

In *Essentials*, assessment is considered part of the instructional process and incorporates learner involvement. In addition, just as the instructional content and learning activities are drawn from the workplace context, assessment is conducted by doing tasks that direct care workers actually do on a daily basis at work. Five types of assessment processes are used in *Essentials*.

**Pre and Post Assessment** - These formal assessments simulate the way in which YDAs apply literacy skills on the job and are conducted prior to and at the conclusion of the week of instruction. For both assessments, participants watch a video cutting of an incident involving youth in a DFY residential facility that would require them to write a formal report. Based on that incident, participants are directed to perform six tasks. They:

- Write notes on what they observed.
- Write the decision that they would make for addressing the situation.
- Write a log entry about the incident.
- Write a formal report about the incident.
- Read a passage of DFY policy related to the incident, take notes to help them recall the content, and write a summary of the information in their own words.
- Complete a questionnaire to illustrate their understanding of important oral communication components.

The results of the assessments produce a measure of the YDAs' basic skills in completing job tasks. The pre-assessment can determine a focus for training activity during the week; the post-assessment will illustrate the participant's growth as a result of training and provides a valuable tool for self instruction.

**Self-Assessment** - In keeping with the emphasis on helping YDAs be self-directed learners, participants assess their own learning throughout *Essentials*. They apply checklists to evaluate how well they have done on communication activities, they assess their need for applying reading strategies, and they assess their own writing. In addition, at the end of each module, they assess what they have learned from the module and in what ways they need to improve. The trainer's role is to facilitate this self assessment and encourage objectivity.

**Trainer Assessment** - Throughout *Essentials*, trainers observe and give input on participants' progress in learning the basic skills, and they offer suggestions on how that learning can continue back on the job. In individual conferences on the last day of training, trainers discuss the assessments with participants and help them apply the results in developing their Individual Development Plans. To become proficient in this process is challenging and rewarding. The trainer should keep in the forefront the principle that the participant is responsible for the learning and avoid any value-laden and judgmental comments or reactions. The trainer should consciously place the responsibility for the final assessment on the participant.

**Peer Assessment** - Participants have several opportunities to give feedback to and receive feedback from their peers during the 40 hours of *Essentials*. This peer assessment encourages teamwork and builds critical thinking skills. It also provides an opportunity for YDAs to practice the feedback skills they need for communicating effectively with resident youth and with co-workers. As part of the peer assessment, YDAs learn how to constructively use feedback that is given to them rather than reacting to it in a defensive manner. The trainer, again, will need to facilitate this process.

**Portfolio Assessment** - As part of the ongoing assessment process, participants build individual portfolios, called Personal Progress Portfolios, of the work they have done during the training. Learners select samples of their work which reflect the various areas covered in the training and which show the progress they have made in these areas. Trainers monitor the collection of portfolio items and encourage participation.

In *Essentials*, assessment is woven into the curriculum. The assessment processes are designed to address the varying learning styles that the participants bring to their jobs and are in sync with the instructional philosophy and learning processes of the overall training program. The trainer needs to familiarize him/herself with all the processes used and examine the curriculum guide to identify opportunities for application.

## Logistics

**Time** - *Essentials* is best held during the regular 8-hour work day. The times given in the curriculum manual for activities and modules are fairly true to real time of accomplishment. Times, however, will vary depending upon the number of participants since many activities are dependent upon participant interaction.

**Numbers** - Suggested numbers of participants are included in the **Design Cover Sheet.** As suggested, it is best to keep the size of training groups down to 20. Suggested numbers for breakout groups are given. It is important to follow these suggestions.

**Space** - The training room should have enough room for the 20 participants to develop and act out the skits and role plays and to break into small groups for activities. Having a second space is very helpful but not absolutely necessary as long as the main training space is large enough to allow for ease of movement and separation of participants. Tables, as well as chairs, are necessary since the participants do a considerable amount of writing and need good writing surfaces. This is especially important during the pre-and post-training assessment activities, during the Individual Development Plan development, and for the writing module. Since *Essentials* is conducted for five consecutive days, rearranging the space and participants periodically will help keep energy and interest high.

**Other** - Detailed information regarding materials, equipment, audiovisual aids, handouts, etc. are provided in each modules' **Preparation Cover Sheet**.

## Preparing Yourself for Training: A Final Word

The *Essentials* curriculum manual is fairly self-explanatory. You can best prepare yourself to provide quality, contextualized training for the NYS DFY YDA or other direct care worker at a juvenile justice facility if you:

- Thoroughly review the trainer preparation sections of the manual: the **Design Preparation Sheet**, the **Presentation Overview** and the **Presentation Guide**, and the **Supplemental Notes for the Trainer**.
- Thoroughly review the audiovisual materials and the Participants' Materials, including the participants' supplemental readings and forms.
- Explore the ways in which day one and day five contribute to the training goals for the week, the pre-and post-assessments, the Personal Progress Portfolio, the Individual Development Plan, and the self-instructional learning assessments.
- If possible, take an in-service training of trainers program offered through the Rockefeller College Workplace Literacy Program, which educates the trainer on the instructional techniques and approaches in *Essentials*.
- Practice some of the activities in each module with a population similar to the YDA population.

We wish you success in your training assignment. We will continue to be available for any discussion or questions you may have in the process.

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# MODULE

# DECISION MAKING

# DESIGN COVER SHEET - OVERVIEW

**For Module:**
**Decision Making**

| | | |
|---|---|---|
| **Module/Workshop Title:** | Decision Making | **#:** |
| **Course Title:** | Essential Communication and Documentation Skills | **#:** |
| **Prepared by:** | Staff of Rockefeller College, University at Albany, SUNY in collaboration with staff of the New York State Division for Youth | **Date:** July 1994 |
| **Purpose/Goal:** | To help DFY staff become familiar with the decision making process they use daily in order to help them become better decision makers | |
| **Suggested Presenter(s):** | Division for Youth Staff and/or Adult Basic Education Instructors who have completed the *Essentials' Training of Trainers* | |

**Total Time:**

1.5 hour(s)

**Suggested Schedule:**

P.M. Day 1

**Target Population/Qualifications:**

Direct Service Workers who have completed Pre-Service and BIS 1

**Number Of Participants:**

8 - 24 maximum

**Methods Used:**

- Trainer Presentation
- Guided Discussion
- Individual and Small Group Activities
- Video Viewing and Analysis
- Role Play

**Performance Objectives:**

Upon completing the module, participants will be able to:

- Identify on-the-job decision making needs
- Identify and use a 7-step decision making process
- Identify influences on decision making
- Identify ways to improve decision making on-the-job

**Evaluation Procedures:**

- In-session instructor observation and assessment of task accomplishment
- Pre/post training assessment experience
- Portfolio building and analysis: Analyzing a Bad Decision
  Summary and Closure

# DESIGN COVER SHEET - PREPARATION

**For Module:**
**Decision Making**

**Physical Setting: (e.g. room size, furniture arrangement)**

Room should be large enough to accommodate 8-24 participants plus instructors; chairs should be movable to reconfigure for group and individual activity; tables should be available for writing activities; room should have capability of showing a group role play to the entire training group.

**Equipment and Supplies:**

| # | Item |
|---|---|
| x | easel/newsprint |
| x | markers |
| x | masking tape |
| x | notepads |
| x | pens/pencils |
| | name tags/tents |
| | training records |
| | other: |

**Multi Media Support:**

| # | Item |
|---|---|
| x | VCR/monitor (type: ) |
| x | videotape (Essentials videotape) |
| | camcorder (video camera) |
| | 16 mm. projector |
| | film (length ) |
| | screen |
| | |
| | other: |

**Student Materials/Handouts: (title, number needed of each)**

Participant packet, including the following handouts:

1. A Decision Making Process
2. A Decision Making Process Worksheet
3. DFY Policy 3439 Native Language Policy
4. Activity: Analyzing a "Bad" Decision
5. Activity: Summary and Closure

**Instructor Materials/Preparation: (e.g. prepare visuals, prearrange groupings)**

Prepare flip chart: AV1, Module Objectives
Prepare and distribute participant packets
Familiarize yourself with "A Decision Making Process for YDAs"
Locate and be familiar with video vignettes on *Essentials* tape
Determine small group arrangements

**Options/Variations:**

Use additional video vignettes from *Staff Decisions* video tape

**References:**

# PRESENTATION OVERVIEW

**For Module:**
**Decision Making**

| Time Presenter | Activity Title/Method/Purpose |
|---|---|
| 5 minutes | **Introduction to the Module: Decisions On The Job**<br>*Brainstorm, Discussion , and Trainer Presentation*<br>To identify staff on-the-job decision making needs and to provide an overview of the module |
| 15 minutes | **Identifying the Decision Making Process**<br>*Guided Discussion*<br>To identify a process staff can use in their on-the-job decision making |
| 25 minutes | **Using the Decision Making Process**<br>*Video vignette Viewing and Large Group Sharing; Small Group Activity and Large Group Sharing*<br>To use a 7-step decision making process with DFY's Staff Decisions Training Tape |
| 5 minutes | **Factors that Influence Decision Making**<br>*Presentation and Brainstorm*<br>To develop an awareness that decision making is based on various factors, internal and environmental |
| 25 minutes | **The Decision that Didn't Work**<br>*Guided Reflection, Paired Sharing and Large Group Sharing*<br>To encourage staff to analyze their own on-the-job decision making process |

| | |
|---|---|
| 10 minutes | **Improving Decision Making on-the-Job**<br>*Individual Writing Activity*<br>To encourage staff to identify ways to improve their decision making on the job |
| 5 minutes | **Summary and Closure**<br>*Summary Discussion*<br>To provide an opportunity for staff to summarize what they feel is most important to remember about the decision making process |
| Total Time | 1.5 hours |

# PRESENTATION GUIDE FOR THE TRAINER

# PRESENTATION GUIDE

**For Module:**
**Decision Making**

| Time Presenter | Activity Guidelines | Materials |
|---|---|---|
| 5 minutes | **Introduction to the Module: Decisions on the Job**<br>*Brainstorm*<br>Ask participants what some of the decisions they make on the job are and do a "go-round." List participants' responses on the left side of newsprint.<br>**Note:** See the Supplemental Notes for ideas.<br>*Trainer Presentation*<br>Next, present the objectives of the module on the flip chart. | Newsprint<br>Supplemental Notes and Materials for the Trainer: "YDA Job Responsibility List" and Brainstormed list of "Decisions on the Job"<br>AV 1: Module Objectives |
| 15 minutes | **Identifying the Decision Making Process**<br>*Guided Discussion*<br>The trainer will introduce Handout 1: A Decision Making Process and present the 7 Steps. Record the steps on Newsprint to post later. Have participants discuss the step's questions briefly. | Handout 1: A Decision Making Process<br>Newsprint: 7 Steps (tape up) |
| 25 minutes | **Using the Decision Making Process**<br>*Video Vignette Viewing, Small Group Activity and Large Group Sharing*<br>Prepare <u>two pieces of newsprint</u>. Print the headings "1. Decision Points" and "2. Assessment" on the first page, leaving two-thirds of the page for "Assessment." Title the second page "3. Alternatives."<br>Show the video *Lights Out*. Go through the decision making process with the large group. The trainer will ask participants to do the "Steps in the Process" by having them respond to "The Questions to Ask Yourself." Be careful to limit the time spent on each step. | 2 pages of newsprint:<br>#1 1. Decision Points<br>2. Assessment<br>#2 3. Alternatives<br>Video: *Lights Out* from DFY Staff Decisions Tape |

| Time<br>Presenter | Activity Guidelines | Materials |
|---|---|---|
| | At the "Decision Points" step, #1, point out that there are always decisions to be made. If participants insist that they must turn off the TV and send the residents to bed, there still remains the decision about <u>how</u> they will get the resident to bed and what issues they need to deal with (i.e., noise, disorder, disappointment), how, and when (#2 "Assessment of Situation and Information). | Newsprint:<br>1. Decision Points<br>2. Assessment |
| | When participants are identifying alternate choices, #3, list those choices on the newsprint. Leave enough space between alternatives to later add advantages and disadvantages (#4, Consider the Competing Nature of Choices).<br><br>Complete the process by discussing 6 & 7. | Newsprint:<br>3. Alternatives<br>4. Consider Competing Nature of Choices<br>Markers |
| | *Small Group Activity*<br><br>Then divide participants into groups of 3 or 4. Indicate that they will view another video vignette from the *Essentials* tape, *This Is America*. Have them refer to Handout 2. In their small groups, they will go through the decision making process by *writing down* answers to "Questions to Ask Yourself." | Trainer Notes<br><br>Video: *This Is America*<br><br>Handout 2: A Decision Making Process Worksheet |
| | Ask groups to come up with as many *alternative choices* as they can for Step 3. Each group should select a reporter to report out their group's alternative choices to the larger group. Give each group a piece of newsprint and a marker to record their alternative choices or do the newsprinting and listing yourself. Allow the participants 15 minutes to go through all the "Questions to Ask Yourself." Refer them to Handout 3 as a source. | Newsprint<br>Markers<br><br>Handout 3: Native Language Policy |
| | When the small groups complete their work and return, ask the large group for the answers to "Questions to Ask Yourself." When the section "Identify Alternative Choices," (Step 3) is reached, have the small group reporters share their alternatives. Remind reporters to not repeat the same alternatives suggested by a previous group. Start with the group that has the least alternatives listed. Indicate to participants that in their job there may be more than one decision that can be made, or there can be more than one way to handle the same decision, as the alternatives to this vignette should indicate.<br><br>Conclude this activity by asking the large group the rest of the questions for Steps 4 through 6. Refer them to the questions in Step 7 for discussion. | |

| Time Presenter | Activity Guidelines | Materials |
|---|---|---|
| 5 minutes | **Factors that Influence Decision Making**<br><br>*Trainer Presentation and Guided Discussion*<br><br>Ask the group to identify the internal and external factors which influenced their decision making. The purpose is to develop an awareness that we make decisions from various input, some conscious, some unconscious, some positive, some possibly negative. Record these on a divided newsprint. Some might be:<br><br><u>Internal</u><br>• *who you are* (culture, bias, values, etc.)<br>• *how you think*<br>• *what you like*<br>• *where you are in the stages of learning*<br>• *your own style* (controlling vs. laissez faire)<br>• *your life experiences*<br>• *your job experiences*<br>• *other*<br><br><u>External</u><br>• *mood of the unit*<br>• *DFY regulations*<br>• *staff on hand*<br>• *supervisory expectations*<br>• *other* | Trainer Notes<br><br>Newsprint |
| 25 minutes | **The Decision that Didn't Work**<br><br>*Guided Reflection, Paired Sharing and Large Group Sharing*<br><br>Have participants take out Handout 4. Indicate that they will use this handout for the next activity, which they will do with a partner. Go over the directions carefully and have them refer to the questions on Handout 1: A Decision Making Process<br><br>(**Trainer Note:** If participants are unable to think of a decision they would like to change, have them think of a decision that was particularly successful.)<br><br>*Large group sharing*<br><br>Refer to the seven decision making steps on newsprint. Ask participants how many "went wrong" at each step and enter the total on the newsprint (they can choose more than one). | Handout 4: Activity: Analyzing a "Bad" Decision<br><br>Newsprint<br>Markers |

| Time<br>Presenter | Activity Guidelines | Materials |
|---|---|---|
| | Focus on the most frequently chosen steps, ask for examples and discuss why these steps pose problems. Finish by asking what conclusions about decision making we can draw from this activity.<br><br>Errors are most common in identifying alternatives, considering competing choices and communication. While often a direct care worker's decisions must be made quickly and are often dictated by procedure, there are times when taking a moment to analyze the situation, weighing options and thinking about who needs to be informed, yields better decisions.<br><br>Have participants place the completed handout in their Personal Progress Portfolio. | |
| 15 minutes | **Summary and Closure**<br><br>*Trainer presentation*<br><br>Refer to the objectives on AV 1. Ask participants what activities in this module were most helpful. Is there information about decision making that we did not cover that could have been helpful for you?<br><br>*Individual writing activity*<br><br>Have participants take out Handout 5. Direct them that, using the information gathered from the previous activities, they are to respond in writing to the directions on Handout 5. Go over the directions.<br><br>When completed, have participants put this written activity in their Personal Progress Portfolios.<br><br>Preview the next module and day. | AV 1: Module Objectives<br><br>Handout 5: Activity: Summary and Closure |
| Total Time | **1.5 hours** | |

# FLIP CHART MASTERS

# Module Objectives

- Identify on-the-job decision making needs
- Identify and use the 7-step decision making process
- Identify influences on the decision making process

# SUPPLEMENTAL NOTES AND MATERIALS FOR THE TRAINER

# YDA JOB RESPONSIBILITIES

- Youth Care & Rehabilitation Treatment

- Security & Custodial

- Housekeeping & Maintenance

- Food Service

- Motor Vehicle Use

# YDA JOB RESPONSIBILITIES

## Youth Care & Rehabilitation Treatment

1. Acts as a role model for youth
2. Supports team effort
3. Advises residents on safety
4. Confronts disruptive behavior
5. Gives oral reports at shift change
6. Writes in logs
7. Prepares activity/behavior management reports
8. Reports on serious misbehavior
9. Supervises morning/evening routines:
   - Wake up - Bed time
   - Work
   - Dinner
10. Supervises recreation/leisure time
11. Arranges for health needs:
    - Access medical care - routine, emergency
    - Monitor self administration of prescriptions
    - Maintain medical records
    - Identify and report suspected child abuse, neglect, maltreatment
    - Follow infection control
12. Reports any violation of youth rights
13. Monitors classroom
14. Helps in shop

# YDA JOB RESPONSIBILITIES

## Security And Custodial

1. Follows key control procedures
2. Supervises movement within facility:
   - Monitor activities of residents
   - Conducts:
     - head counts
     - Bed checks
     - Room inspections
3. Searches residents leaving or returning to facility, after having visitors, or after shop classes
4. Inspects security systems
5. Insures a safe environment for residents and staff
6. Reports on security problems:
   - Search rooms/area
   - Identify and present materials for evidence
   - Conduct searches of areas
   - Screen phone calls, mail, packages, visitors
7. Contends with fights
8. Restrains residents
9. Contends with fire(s)
10. Monitors visits
11. Supervises movement in community
12. Contends with suicide attempts
13. Administers First Aid , CPR
14. Insures that residents follows safety procedures
15. Applies mechanical restraints

# YDA JOB RESPONSIBILITIES

## Housekeeping And Maintenance

1. Helps with general facility upkeep
   - Routine cleaning chores
   - Laundry
2. Supervises residents in housekeeping
3. Conducts clothing inventory
4. Issues personal items
5. Conducts facility inspections for upkeep needs
6. Reports on maintenance needs
7. Performs small repairs
8. Monitors distribution of tools

## Food Service

1. Serves snacks, meals
2. Cleans food service area

## Motor Vehicle Use

1. Drives DFY vehicle transporting youth, staff, materials and supplies
2. Prepares motor vehicle logs
3. Applies mechanical restraints for youth transport

# Using the Decision Making Process

| Steps in the Process<br>Questions to Ask Yourself | Examples |
|---|---|
| **Identify Decision Points**<br><br>Is there a choice to be made?<br>Is there a problem I need to make a decision about? | Two residents are talking in their native language; another resident repeatedly says they should stop. |
| **Assess Situation and Information Available**<br><br>A. What is the problem? | A. Two residents want to carry on a conversation in their native language; another resident is persisting in a loud and disruptive manner that they should not be allowed to speak another language- this is America.<br>By *persisting* that the two residents should not speak another language, the third youth is asking for YDA intervention. |
| B. What needs to change? | B. The upset youth needs to calm down. |
| C. What is the desired outcome? | C. The upset youth has to tolerate anyone speaking their native language. |
| D. What boundaries cannot change? | D. DFY regs: residents may speak in their native tongue. |
| E. What leeway do you have? | E. Regarding the non-English language: no leeway; how the upset youth is approached: there is some leeway. |
| F. What factors contributed to the problem? | F. Contributing factors are unknown. |
| G. What are the safety issues? | G. The two residents in conversation are not upset yet ... but could become provoked.<br>The upset youth's anger could escalate if he is not responded to. |
| H. How has the youth's behavior been in the recent past? | H. |
| I. In what environment is the decision being made: relaxed, tense, or heading out of control | I. The situation is not yet tense; it is manageable. |

# Using the Decision Making Process

| Steps in the Process<br>Questions to Ask Yourself | Examples |
|---|---|
| **Identify Alternative Choices** | |
| A. What are the DFY regs and facility policies? | A. Tell the upset youth that other residents can speak in their native language and that's that. |
| B. What have I been trained to do? | B. Ask the two in conversation to leave the room to continue, while YDA talks to upset youth, or YDA speaks with upset youth in hall. |
| C. What has worked from past experience? | C. Ask upset youth why it bothers him that others speak their own language: how does it make him feel? Why?<br>Ask Latinos: why you are speaking in Spanish instead of English?<br>Have the actions of any of the residents pushed a trigger on your (the YDA's) feelings? |
| D. How would your co-workers handle it? | D. Ask the three residents to work this out on their own.<br>Have the three youth talk about the situation right then or at a later time. |

# Using the Decision Making Process

| Steps in the Process<br>Questions to Ask Yourself | Examples |
|---|---|
| **Consider the Competing Nature of Choices** | |
| A. What are the advantages of each choice? | A |
| B. What are the disadvantages of each choice? | B. |
| C. What works for this youth? | C. If YDA speaks too authoritatively explaining the DFY regs that all residents must be allowed to speak their native language, the upset youth may not feel his viewpoint is being considered and his anger may escalate.<br>Did the upset youth have other instances recently where *he felt* he was being treated unfairly?<br>At the time it *appears* the upset youth is too angry to accept anyone's right to their native language; a session later in the day to share feelings might be successful. |
| D. How will the other residents respond? | D. If the upset youth is not addressed and the YDA chooses to let the three work it out themselves, the two can become angry because the upset youth persists, or the non-English speakers can taunt the upset youth to further anger by flaunting their language capabilities. |
| E. What works best for you? | E. Talking as a group immediately after the upset youth's outburst, may further escalate his anger, while talking later may be possible and then the youth themselves will have more ownership in the *foregone* decision. |
| F. What will your co-worker think? | F. It may be necessary to talk to the two youths separately from the upset youth to determine their attitudes; maybe they are out to spite the upset resident. |
| G. What will your supervisor say? | G.. The supervisor wants kids to learn to take responsibility for their own problems; he wants the residents to talk it out later. |

# Using the Decision Making Process

| Steps in the Process<br>Questions to Ask Yourself | Examples |
|---|---|
| **Communicate Decision** | |
| A. What does the resident need to do?<br>• How do you communicate your decision to the resident- oral or written?<br>• What words do you use?<br>• What tone of voice?<br>• What non verbal communication will you use?<br>• When do you communicate with the youth? | A. Discuss with the upset resident his need to tolerate anyone speaking their native language. |
| B. Do I write it in the log?<br>• What do I write? | B. Record in the log that resident required staff intervention after class and why. |
| C. What do you communicate orally to the next shift? | C. Communicate to next shift orally the results of staff intervention; indicate if you feel the matter was resolved or if the upset youth is still angry. |
| D. What does your supervisor need to know? | D. Report to the supervisor if YDA feels the upset resident needs an opportunity to further discuss his feelings, depending on his response to YDA intervention. |
| E. Do you need to complete a behavior / incident / activity / report? UIR? any other forms? | E. Behavior / incident /activity report |

# Using the Decision Making Process

| Steps in the Process<br>Questions to Ask Yourself | Examples |
|---|---|
| **Accept the Consequences of Your Decision** | |
| A. What were the consequences of your decision? | A. Upset youth resisted accepting the need to tolerate others speaking their native language. The three residents tried to talk about their feelings; the two became angry while the upset resident calmed down. |
| B. Was this the best choice for the youth, yourself, the facility? | B. The upset resident acknowledged he never thought about the fact your native language is what you would automatically use. The upset youth met with a counselor who discussed his anger; it had nothing to do with the two residents speaking in their own language. |
| C. How did it affect your co-workers? | C. Co-worker remarked to intervening YDA that he should have been tougher on the upset resident because he is always stirring up trouble. |
| D. Was the supervisor in agreement with your decision? | D. The supervisor agreed the youth needed YDA guidance when they shared their points of view. |
| E. What other decision could you have made? | E. |

# Decisions on-the-Job

Safety
- maintain
- is situation dangerous or life threatening?
- what do I do?

Do I make the decision or do I need input from someone else?
When to give space, when not to confront
Restrain: to or not to
Sanction: to or not to; how much
Guilty party
Think quickly
Your reaction
Intervention style
Next steps, other steps
Recreation: if, what, when, where, type of physical activity
Counseling situations: what, how, how much personal information should be given
Suicide threat: do I take it seriously?
How to respond to the everyday normal yes, no individual's questions
Medical attention
- refer to someone else
- make decision on over the counter medicine

Facility maintenance
- assign which chores to which kid
- how to handle checking, if chore is adequately completed
- which YDA does minor repairs

Decisions following directives of co-workers, supervisors, residents
Where to position self
With co-worker, who is the lead
How to accomplish task
Food distribution
Cooking decisions
How to get chores done
Behavior change - does it merit a write up
Clothing
Hygiene
Unit tone
Paper work, forms:
- incident, medical, clothing inventories, log entries, petty cash, allowance checks, vouchers
- fire inspections, food forms, school, level
- intake forms at community residences: who does it, where does youth fit in

# What Influences Decision Making?

What you think
What you see
Depends on the task
Needs
Capability
Mood
Interpretation
What you've learned from someone else, by example or being shown
What you've tried in the past

What you know
Pressure
Set up a system
Wants
Interest
Knowledge or lack of

DFY rules and regulations
Activity in house
- activity level
- tone
- resident behavior
- gender of resident

Comfort level
Training
Staff on hand
Experience
- ability to observe
- ability to intervene
- ability to use what you've been trained to do
- knowing your limitations

On the spot decision making ability
Familiarity with residents
Co-worker
- YDA's mood, behavior
- maintaining consistency

DFY policies, facility policies
Environment
- # kids
- # staff
- tone of unit
- group behaviors
- individual behaviors

Supervision by management
Where you are physically
Internal influence
Style of thinking

# PARTICIPANT MATERIALS

# FOR

# DECISION MAKING

# A Decision Making Process

Decision Making
Handout 1

| Steps in the Process | Questions to Ask Yourself |
|---|---|
| 1. Identify Decision Points | Is there a choice to be made?<br>Is there a problem I need to make a decision about? |
| 2. Assess Situation and Information Available | What is the problem?<br>What needs to change?<br>What is the desired outcome?<br>What boundaries cannot change?<br>What leeway do you have?<br>What factors contributed to the problem?<br>What are the safety issues?<br>How has the youth's behavior been in the recent past?<br>In what environment is the decision being made : relaxed, tense, or heading out of control ? |
| 3. Identify Alternative Choices | What are the DFY regs and facility policies?<br>What have I been trained to do?<br>What has worked from past experience?<br>How would your co-workers handle it? |
| 4. Consider the Competing Nature of Choices | What are the advantages of each choice?<br>What are the disadvantages of each choice?<br>What works for this youth?<br>How will the other residents respond?<br>What works best for you? Is your safety insured?<br>What will your co-worker think?<br>What will your supervisor say? |
| 5. Make a Decision | |
| 6. Communicate Decision to:<br>• Resident<br>• Co-Workers<br>• Supervisor | What does the resident need to do?<br>• How do you communicate your decision to the resident- oral or written? When?<br>• What: words do you use? tone of voice? non verbal communication?<br>Do you write it in the log? What do you write?<br>Whom do you need to communicate with on your own shift?<br>What do you communicate to the next shift?<br>What does your supervisor need to know?<br>Do you need to complete a behavior/incident/ activity report? any other forms? |
| 7. Accept the Consequences of Your Decision | What were the consequences of your decision?<br>Was this the best choice for the youth, yourself, the facility?<br>Was the information accurately documented for your safety?<br>How did it affect your co-workers?<br>Was your supervisor in agreement with your decision?<br>What other decision could you have made? |

# A Decision Making Process

## Worksheet

| Steps in the Process | Questions to Ask Yourself |
|---|---|
| 1. Identify Decision Points | Is there a choice to be made?_____<br>_____<br>Is there a problem I need to make a decision about?_____<br>_____ |
| 2. Assess Situation and Information Available | What is the problem? _____<br>_____<br>_____<br>What needs to change? _____<br>_____<br>_____<br>What is the desired outcome?_____<br>_____<br>What boundaries cannot change? _____<br>_____<br>What leeway do you have? _____<br>_____<br>What factors contributed to the problem? _____<br>_____<br>What are the safety issues? _____<br>_____<br>How has the youth's behavior been in the recent past? _____<br>_____<br>In what environment is the decision being made : relaxed, tense, or heading out of control ?<br>_____ |

| | |
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| 3. Identify Alternative Choices | What are the DFY regs and facility policies?<br>What have I been trained to do?<br>What has worked from past experience?<br>How would your co-workers handle it? |
| 4. Consider the Competing Nature of Choices | What are the advantages of each choice?<br>What are the disadvantages of each choice?<br>What works for this youth?<br>How will the other residents respond?<br>What works best for you? Is your safety insured?<br>What will your co-worker think?<br>What will your supervisor say? |
| 5. Make a Decision | |

| | |
|---|---|
| 6. **Communicate Decision to:**<br>Resident<br>Co-Workers<br>Supervisor | What does the resident need to do?<br>• How do you communicate your decision to the resident- oral or written? When?<br>• What: words do you use? tone of voice? non verbal communication?<br>_____<br>_____<br>Do you write it in the log? What do you write?<br>_____<br>_____<br>Who do you need to communicate with on your own shift? _____<br>What do you communicate to the next shift?<br>_____<br>_____<br>What does your supervisor need to know?<br>_____<br>_____<br>Do you need to complete a behavior/incident/ activity report? any other forms? _____ |
| 7. **Accept the Consequences of Your Decision** | What were the consequences of your decision?<br>_____<br>_____<br>Was this the best choice for the youth, yourself, the facility? _____<br>Was the information accurately documented for your safety _____<br>How did it affect your co-workers? _____<br>_____<br>Was your supervisor in agreement with your decision? _____<br>_____<br>What other decision could you have made?<br>_____<br>_____ |

# New York State Division for Youth

## Policy and Procedures Manual

| Subject | Date | Page | Code |
|---|---|---|---|
| Native Language Policy | 3/13/78 | 1 of 1 | 3439 |
| Supersedes: | | Approved by | J. Thomas Mullen<br>Deputy Director<br>Rehabilitation Services |

Some recent situations indicate the need to define a uniform policy on the use of a native language by youth in DFY programs and facilities.

Please be advised that the usage of a native language by youth shall be permitted at all DFY facilities and programs.

During activities where the general facility or program population participates and the flow of communication is for the benefit of all youth, English shall by utilized. Such activities include group sessions, classroom sessions and counseling sessions (except where conducted by non-English speaking staff).

In the event where a youth speaking a native language causes or is likely to cause disruption in program, this will be resolved on an individual basis, with no automatic sanctions permitted.

# ACTIVITY: Analyzing a "Bad" Decision

**Purpose:** To analyze a "bad" decision, and determine what step(s) in the decision making process caused difficulty.

**Directions:**

1. **Decision maker**:
   a. Think of a "bad" decision and record it.
   b. At what step (use the 7 steps) did it go wrong?
   c. What could you do differently?

2. **Partner:**
   a. Help the decision maker recall a "bad" decision.
   b. Guide the decision maker through the questions in Handout 1 and discuss where things went wrong in the 7 Step Process.
   c. Discuss how that decision could be improved by considering the 7 Step Process.

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a. **I made a "bad" decision when I ...**

b. **This was a "bad" decision because I ...**
(Refer to the 7 Step Process.)

c. **If I am in a similar situation again, I will ...**
(Consider the 7 Step Process.)

# ACTIVITY: Summary and Closure: Decision Making

**Purpose:** To provide an opportunity for you to summarize what you found most important to remember about the decision making process; to build your Personal Progress Portfolio; to create closure to the session.

**Directions:** Respond in writing to the following.

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1. **What did you learn from this module?**

2. **How can you apply it on the job?**

3. **What can you do to improve your decision making?**

## Additional Materials and Resources

If your agency decides to implement the *Essential Communication and Documentation Skills* curriculum, the additional materials that you could request from Rockefeller College include:

- *Essential Communication and Documentation Skills Assessment* video tape

Used to conduct the assessment process described in the curriculum modules, **Orientation** and **Final Assessment**, as well as to deliver the **Observation** and **Decision Making** modules, the video simulates incidents from actual juvenile justice facilities that a direct care worker might encounter at the work site. After viewing, the participant completes a series of workplace tasks that draws on skills from observation through documentation.

- *Guide to Contextualized Workplace Tutoring* and its accompanying *Affiliate Administrator's Guide*

*The Guide to Contextualized Workplace Tutoring and The Administrator's Guide* are guides to help Literacy Volunteers of America in developing contextualized tutoring programs for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. Both guides were developed for this project but can be adapted to other workplaces. LVA is a nationwide volunteer program, providing tutors at no cost to individuals who are desirous of increasing their skill in reading and writing. The appendices of these guides include a list of valuable resources for anyone interested in pursuing the subject of contextualized instruction and workplace literacy.

- *Staff Decisions* videotape

Available from the New York State Division for Youth, Bureau of Staff Development and Training, for a small fee, this videotape of simulated workplace incidents can be used as a basis for exploring the decision making process instructed in the **Decision Making** module.

# ORDER FORM

**Rockefeller College Workplace Literacy Program**
Professional Development Program
Rockefeller College
University at Albany
State University of New York
Richardson Hall, Room 381
135 Western Avenue
Albany, NY 12222

Attn: Staff, **Rockefeller College Workplace Literacy Program**
Telephone: (518) 442-5422
Fax: (518) 442-5768

## MATERIALS AVAILABLE

- ☐ *Essential Communication and Documentation Skills* Assessment Videotape
- ☐ *Guide to Contextualized Workplace Tutoring for Volunteer Tutors*
- ☐ *Administrator's Guide to Implementing Contextualized Workplace Tutoring*
- ☐ Additional copy of the *Essential Communication and Documentation Skills* curriculum

## Ship Material To

Name

Title

Agency

Address

Phone:

Comments

# NYS DIVISION FOR YOUTH

# ORDER FORM

## Description of Material

***"Staff Decisions"*** **Videotape Training Program and Facilitator's Manual (VHS only)**

**Cost: $ 25.00 (includes shipping and handling)**

## Payment Information

☐ Postal Money Order ☐ Cashier's Check ☐ Voucher/Purchase Order (Enclosed)

Quantity: _____

Payment: $_____ (Enclosed)

***Make Payable and Send To:***

NYS DIVISION FOR YOUTH
Attention: Bureau of Staff Development & Training
52 Washington Street
Rensselaer, NY 12144

***For Additional Information contact: Margaret W. Davis (518) 473-4474***

## Ship Material To:

Name: _____

Title: _____

Agency: _____

Address: _____

_____

_____

Telephone ( ) _____